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ALLISON: So thank you for that information. So we're going to try to have a discussion. We're going to watch this video from Boston Collegiate. I've talked a lot about Boston, oops, can we -- yeah -- Boston Collegiate today. It is a four-time EPIC winning school, and this is from a case study, Observation and Feedback Practices to Support New Teachers and Instructional Rigor. And this is a seventh grade writing teacher in her first year with Boston Collegiate. She's a strong teacher but she's really working on trying to increase the rigor of her instruction. So I just want to see if we can have a quick conversation via chat after we watch this video to talk about what would you, if you were to give this teacher some advice, what do you think that feedback you might want to give to this teacher would be. So let's watch the video.

TEACHER: Our goal today is to go through this conflict, to understand it and discuss the challenges caused by partition of India and Pakistan in Kashmir through photographs and personal narratives.

KATIE: At Boston Collegiate we observe every teacher at least once a week to make sure that they're all meeting our expectations at Boston Collegiate of what it means to be a Boston Collegiate teacher.

BROOKE: Initially, Katie and I started to work together

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and when we did so we focused on organization, on the structures and the procedures of running an effective class. Now, as a second-year teacher, the focus for me is more on the content and how I can bring my students to a more rigorous kind of experience within the history classroom. One thing that I've really been working on this year is increasing the rigor through questioning and to really kind of bring the students with me to their next level of understanding by asking them probing, challenging questions.

Question three. What is the goal of the protestors and who are they trying to convince? What's their mission here? Jerry, talk to us. What do you think?

JERRY: Well, I think they're trying to convince the Indians and Pakistanians to give them freedom 'cause one of the signs says, "Only Kashmir can decide the future of the state of Kashmir".

BROOKE: Yes. Do you think the Indians and the Pakistanis are the only audience of this protest? Yes or no and why?

KATIE: When I observed Brooke, she was having students look at photographs as well as look carefully at narratives to understand the conflict in Kashmir. She uses a lot of visuals and a lot of nonfiction and fiction readings to help them better understand the context of what they're learning.

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BROOKE: Now, that we've gotten a chance to look at some photographic evidence we want to hear from someone who has lived through this conflict to get a sense of what it feels like.

KATIE: In terms of her questioning, she usually breaks down where she wants them to get into scaffolded questions, which she did do on all of her documents and then was able to bring them back together. And instead of wasting time on the questions that they did in pairs that were a little bit easier, she got right to the core and had them start making connections with other units that they learned about before. And so what Brooke and I are working on is making that a core part of her class on a daily/weekly basis.

BROOKE: What do you think the tone is of this article?  
Jalani?

JALANI: He sounds like depressed but then he like wants like hope in the future.

BROOKE: Um-hm. Kaitlyn Bilt.

KAITLYN: He wants you to like feel bad for him and like try to do something or --

BROOKE: Ah, that gets us into a great point. I'm going to jump to Jalani and then I'm going to ask my next question.

JALANI: Can you make a connection with this to like the genocide in Darfur?

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BROOKE: How so? Like, mm, I love connection [inaudible; 00:03:55]. Well, talk to us.

JALANI: Like because like there's like wars and stuff in Darfur and like many people are dying and stuff and that's just like this where like people are restricted from like going all to where they want to be and stuff.

BROOKE: Malika, keep building.

MALIKA: Also because there is military people like attacking them, innocent people in Darfur and in Kashmir.

BROOKE: Yes. But, look, let's jump back right up here to right underneath the title where it says Caught in the Middle. Jump back up. It says in Kashmir there are no human rights. The world over people talk about human rights violations, Darfur, but they seem to overlook it when it comes to us. So who is this author's audience? Whose attention is he trying to get?

[Off the record]

ALLISON: Okay. I'm not sure. Was that kind of breaking for other people? Maybe just us? Hello? Oh, I guess I'm still on the air [inaudible; 00:04:59].

PEGGIE: No, no, no. We can hear you.

ALLISON: Oh, okay. Okay. Good. Okay. So, you know, I'm trying to look on chat and see what people are thinking about

it.

PEGGIE: Allison, could you repeat your question one more time?

ALLISON: All right. So the question is really what feedback would you give this teacher, and do you have any feedback for the administrator? It's sort of hard to do this on chat, but I see people are typing so that's great. We'll have a slightly awkward pause, wait time. I mean and I think -- and when we watch the next video want to think about use cases and when people would use it. But I think for this one, if you have coaches at your school that you're trying to coach to coach teachers this is a good start. Yeah. So those are -- so the first, Heather, good. So encouraging her to consider ways to have each student respond. She really is calling on one student at a time. How can she work on that? What are the benefits of having students affirm or argue the answers to the questions? I mean that's a great question that you would want to ask her and getting her to probe further. This is a little bit -- one thing that we're actually changing about our videos is we're actually having longer, uninterrupted instruction as opposed to you could see this one was pretty heavily edited. And so we really -- we think -- we've found from our users that they would prefer actually a longer stretch of teaching so that they can kind of

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talk about it in the group and have a little more information about that teacher. So, okay, so that's one video. Most of the case studies have sort of between four and seven videos. This is Monarch. This is the one I referenced earlier. This is from Monarch Academy in California, a two-time EPIC winning school. This is an elementary school. The video shows the Principal Tatiana Ephanchin sharing her practice for conducting observations as part of getting teachers to follow through on actions that they talked about in their data talk. So after we watch this video, I actually want to ask the group something else and I really want you to think about how could you use this? Who would be the audience for it? What would be the most helpful to educators, what parts of it? What are the subjects in it that you think are most compelling? And how could it be used in your school? So that's what I would like you to think about as we watch this one. Okay.

TEACHER: So unit bars that have to be the same, you are correct. What do you mean by the same?

TATIANA: In Lisa's classroom today I was watching a math lesson. It was based on a re-teach of a data meeting that we did yesterday where we were talking a lot about equivalent fractions and how to teach kids about equivalent fractions.

TEACHER: Draw the fraction  $\frac{3}{4}$  in the first unit bar. So,

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Alejandro, how many parts are in that unit bar?

ALEJANDRO: Well, four.

TEACHER: Okay. So keep that in mind. IN the second unit bar I want you to draw the fraction  $1/5$ . How many parts are in that unit bar?

STUDENT: There are five.

TEACHER: Alejandro?

ALEJANDRO: Five.

TEACHER: Five. And so would you say they have the same number of parts?

ALEJANDRO: No.

TEACHER: Okay.

TATIANA: They were in class working on white boards so that she could see immediately who's making mistakes. One of the things that I really appreciated about watching her today was that she would notice who was having trouble and who finished quickly and then asking kids to pair up based on that.

STUDENT: -- out of six because Brian said that we colored five in and one was left so they were going to be six parts and five colored in parts.

[Everyone speaking at once.]

STUDENT: There is five [inaudible; 00:08:53] six because we had to just like draw six. There was a six unit bar and we

colored five in and then there was just one left.

TEACHER: When Tatiana comes in, it's usually every two weeks she passes through the classroom, and it's not planned at all. So she will pop in at any time during the day.

TATIANA: While I do the observation I fill out a form that names the teacher, the date, the time, what they were working on, what I was looking for. And then there's two sections at the top and one is around management so I give them feedback on that. And then one is on instruction in general and I give them feedback on that.

STUDENT: Then you have like candy bars, chocolate that you break it into four pieces and some you break it into five pieces. And you only three eat -- you eat three and but they have bigger parts, bigger size, the lengths. And if you have the fifth it's smaller 'cause you're breaking it into five pieces.

TEACHER: Okay. Okay.

DUSELL: And, Ms. [Inaudible; 00:10:04] those are bigger than the five. You got to make them smaller because you're going to add one more.

TEACHER: Okay. So he was talking about -- so Dusell was talking about there's only four parts in the first unit bar. There's five parts in the second unit bar and the five parts are



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smaller because there are more pieces. And what Alejandro was saying is that just looking at our model drawings and our unit bars, you can see that there's three colored which is more than just one. Color, yeah.

TATIANA: At the bottom of the form I give them suggestions and questions. I also on the back of that form have a bunch of Bloom's taxonomy verbs, and we'll try to circle the verbs that I hear them using in their questions so that they can be aware of how many questions they're asking that are just pure recall versus how many are more application and synthesis type questions.

TEACHER: When we meet in person, we discuss her written observation and we go over the --

ALLISON: Great. So what do you all think? I mean where could this be used? Could you use it in your school and how would you use it? And actually, if you go on the Knowledge System you can see Tatiana's observation form and there's actually a blank one and then it has on the back, like she talks about, the Bloom's taxonomy verbs. And then you can see the one that she used with this actual teacher so which is kind of interesting. If you're working with your coaches if you have coaches to observe teachers, then you can say, you know, and you can compare what a teacher's finding of this teacher might be

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with Tatiana's so. Okay. We're going to -- what does Lakesha think? Helping with planning. Okay. So we think that there are a lot of uses for these videos and we're still trying to figure out the best ways, and they're always evolving. Right now, actually, we are going also to a video profile model where we're just using doing one video about one thing instead of the case study so a lot of different formats. I want to make sure we have enough time for questions. This is just a last EPIC overview. We really like to throw around that 8 million number. We've now given -- after we give out these awards in the spring we'll have awarded \$8 million to [inaudible; 00:12:37] educators. Pretty exciting. It's kind of an overview of what's on the Knowledge System. And I do want to just highlight one thing, which are the PD Session Lesson Plans. So this is actually the professional development lesson plan that our facilitators are using when they use our videos in a professional development session so really cutting down on the work for people who are planning professional development. So that's one of our most popular resources on the Knowledge System. And also, I thought Ellen might say this but I think that TIF 4 is going to be out soon. I think it's in the comment period right now so for those of you who want to apply for your own EPIC grant or your own TIF grant rather, sorry, that they go

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mostly I think to states and districts. But we're a non-profit and we got one, and I know there's a charter school in Massachusetts that got one, and there's a couple CMOs that have them so just a little plug for that. And I'll leave you with our contact information. Feel free to reach out to us with any questions or feedback. We'd also love to hear from you if you want to get on our mailing list about future access to the Knowledge System and if you'd like to be a part of our master classes. And we really thank you for the time today. And when you open up the pdf that Peggy sent, this is the link to the one-time access to the Knowledge System so you can check out all those resources yourself.

PEGGY: Well, thank you, David and Allison. This was really fascinating. So there was a question for David earlier but it looks like you sent someone the link with the list of all of the schools. I just sent people the 2012 schools so that's really helpful. And then we had a question early in the webinar from Heather. So she's noting that schools can have great gains but if they're starting at a very low level of proficiency even great gains might not take them to be proficient. So she's wondering if that means that your schools could be not performing at a level of proficiency and might even be in jeopardy of closing but still win an incentive because of the

gains that they achieved.

ALLISON: Yeah. I mean we have schools that have relatively low proficiency but because they're making greater than predicted gains, much -- and remember, this year there were 179 schools in the grant so those schools are all competing against each other. And if those schools have the top gain it's regardless. There's no requirement that a school has to meet proficiency, the proficiency in their state to win an award.

PEGGY: Great. Well, I encourage anyone with -- we have about almost ten minutes left so if you have any questions, please go ahead and enter them in the chat. So I guess, Allison, my curiosity would be over the years of the TIF grant and all of the schools that you've visited, what would you say are some of the key lessons learned that you might share with the charter school community about ways to improve instruction for kids?

ALLISON: I wish I could tell you the answer right now, Peggy. I guess when you look at kind of the practices that schools have really identified and when we go into the school the things that people really talk about, again nothing new under the sun but this huge focus on instruction, the kind of support they provide for teachers, the coaching, the planning time, the collaboration. We just went into Camino Nuevo, one of

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their schools in Los Angeles and the collegiality and the -- it's -- I mean and so the kind of -- and the instruction in the class is -- it's -- you know, there's a lot of talk now about kids doing the heavy lifting so the teacher being, you know, the guide on the side, not the sage on the stage. And you really see that in every single classroom when you go into some of these schools. The practice is -- I mean each teacher, of course, has their own style but there's these such high expectations that the teachers are going to be pushing every kid. So I mean I think that's one thing. The data, you know, most of these schools are using a lot of interim assessments and just talking about data, using it both academically and also looking at, you know, being really focused on kids who have patterns of absences, patterns of getting in trouble and really tackling those problems early, really putting a team to focus on it and so the kids aren't falling through the cracks. We see that in quite a few of our schools.

PEGGY: Great. No, that's really helpful. And then so what about teacher quality? Did you see some practices related to recruiting, selecting, developing, and retaining educators that might be good to share with the people on this call?

ALLISON: I think that there's a strong case study from E.L. Haynes who I guess is going to be on, a [inaudible;

00:17:36] time winner of EPIC, around how they look at teacher candidates and the kind of the sample teaching lesson and the kind of the key questions that they ask teacher candidates. So I think most of these charter school -- a lot of the charter schools that we visit are getting a lot of candidates. They're very fortunate that way and so they have a very, very high bar for what they're looking for and they ask their candidates to do a lot of things. You know, they try to observe them at their school. They observe them at their school. They offer a video. You know, they're asking them to be part of a group discussion with their existing staff and just really, really comprehensive because they know that it's -- getting those teachers, the right people there is so key. And then coaching we did -- Eileen Callaghan who is the Chief Academic Officer at Boston Collegiate, I mean that's her job is coaching teachers. And all these principals are in their tea -- or someone's in the teacher's room, you know, a couple times a week. It's pretty amazing.

PEGGIE: And I think one --

ALLISON: And I --

PEGGIE: Oh, I'm sorry. Go ahead.

ALLISON: Well, and I think that one of the questions that's starting to come up, especially with, you know,

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legislation around teacher evaluation is how do you -- you do this really rigorous teacher evaluation but also have a teacher support, teacher coaching component so that teachers are getting the help they need to get where they need to get in a nonthreatening, non-high stakes, scary you're going to get fired 'cause you're, you know, you don't have the right proficiency rate. So I think schools are really trying to balance that.

PEGGIE: Great. And one of the wonderful things about EPIC is you really dig deep into these practices and have very specific protocols and really wonderful resources to help charter schools look at what an exemplary charter school did and then apply those tools and processes to their own context so that's really valuable. Let's see. So Lakesha is saying her school is located in North Carolina. Has EPIC recognized any schools in North Carolina and are there any opportunities for training for people who might not be members of the consortium.

ALLISON: Yeah. Lakesha, North Carolina has not been a big EPIC state. We've had a couple schools. I think we had Marine Joy was one I recall. We haven't had a lot. We generally try to do recruitments through the charter school associations, state charter school associations and had good luck with some and not good luck. To be in EPIC you have to serve at least 30 percent of students who are eligible for free or reduced price

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lunch, and that's really the only requirement except you have to submit a lot of data to us. So mathematic [inaudible; 00:20:21] to have a lot of data to run this really robust value added model so I think that's one of the reasons why we didn't have more schools in it. The opportunity for training is definitely the master class so we're really trying again to have some of our EPIC-winning principals to lead conversations around some of the practices that are working for them. We're going to try to do one maybe in April with Sharif El-Mekki who is the principal at Mastery Shoemaker in Philadelphia and talking about how do you build up the life skills and characteristics in kids so they can be successful in college. And so they may focus on mastery is self-advocacy and so he's going to talk about that. But again these master classes are really about discussion. They're really small so we actually un-mute everyone. It's very risky but we do it, and we try to really have a conversation. So just if you e-mail David or I, we'll get you on that list and you'll be invited.

PEGGIE: Great. And those are all online webinars so people don't have to travel; is that correct?

ALLISON: Correct. That is correct. Yeah.

PEGGIE: Okay. So Julie is asking for schools involved with EPIC how long does it take before you actually start seeing



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results? So she sees a lot of underperforming charter schools in her work so we're wondering what kinds of patterns you've seen in the rate of performance?

ALLISON: You know what? Unfortunately, we don't have really great data on that because we've had a really fluid membership and schools that didn't win tended to drop -- I think we maybe only had 24, 26 who were in the consortium all five years. And schools that didn't win like in year one or year -- you know, if they didn't win for a couple years they kind of dropped out. So we don't have good longitudinal data like that sadly.

PEGGIE: Well, great. Thank you so much. So please do go ahead and e-mail Allison or David directly if you're interested in the master class that she mentioned. It really sounds like a wonderful opportunity. So, unfortunately, we have come to the end of our time but I want to thank Allison and David for a very thoughtful and insightful webinar. The webinar will be archived by Monday afternoon at the latest. Thanks to all of you for participating and interacting with us during the webinar. And I'm going to send you to an evaluation in a moment so it would be great if you could take a couple of minutes and please fill that out and let us know what went well, what went poorly, and what topics you might like us to explore in future webinars. So

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again thank you to everyone for presenting and a special thanks  
to David, Allison, and Ellen. Thank you. Ready to go.

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